DIAGNOSTIC REVIEW REPORT

FOR

Carter County School System
228 South Carol Malone Boulevard
Grayson, Kentucky
41143

Mr. Ronnie Dotson, Superintendent

January 27-30, 2013

KENTUCKY DEPARTMENT OF EDUCATION
Every Child Proficient and Prepared for SUCCESS

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a school system/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the school system functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

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Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality Systems were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

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Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	**Standard Performance Level**
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**3**

Indicator		**Source of Evidence**	**Performance Level**
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	• Board members, school system staff, community members and parents' interviews • Council meeting agendas • Parent and staff vision survey results • Minutes from a variety of system-wide meetings	3

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	• System-wide professional development sessions' agendas and minutes • Board members, school system staff, community members and parents' interviews • School system's purpose statement • Parent and staff vision survey results	3
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	• School system belief statements • Principal and teacher handbooks • Culture assessment/survey results • Documents and artifacts • System-wide Comprehensive Improvement Plan • Superintendent and school system staff's presentation	3
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	• 30/60/90/120 plans • Quarterly reports • Principal and teacher handbooks • School system belief statements • Documents and artifacts	3

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Opportunities for Improvement

Indicator	Statement	Rationale
1.1	Develop a more extensive and inclusive outreach plan to involve a variety and increased number of stakeholders to participate in the review and revision of the school system's purpose and belief statements.	The stakeholder interviews and a review of artifacts revealed a limited number of parents and students participated in the review and revision of the school system's purpose and belief statements. High-achieving systems plan and implement a deliberate method of involving stakeholders in the visioning process to garner full stakeholder commitment to and trust of the system's vision for student success.
1.2	Assist the school with its development of an extensive outreach plan that seeks to involve a random selection of and an increased number of stakeholders to participate in the review and revision of the school's purpose and belief statements.	The stakeholder interviews and a review of artifacts revealed a very limited number of parents and students participated in the review and revision of the school's purpose and belief statements. High-achieving systems and schools have a systemic process to continuously reach out to stakeholders, particularly those who have resisted being involved in school system and school events or felt disenfranchised from the educational process.
1.3	Monitor the implementation of and commitment to the school system's vision and beliefs about teaching and learning to ensure that all students are provided equitable opportunities to engage in challenging learning experiences.	The school system has a clear set of beliefs that are focused on a "Standard for Excellence" for teaching and learning and ECHS adapted these same beliefs. The evidence indicated the school has not fully implemented these beliefs, specifically in the areas of providing all students with equitable and challenging learning opportunities. School systems that have a focus on improving student achievement ensure that all students and school staff understand, commit to, and fully implement the school system's vision and beliefs.

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Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

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Standard 2 – Governance and Leadership	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	**3.17**

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	• Board policies and procedures • Documents and artifacts • Board members' interviews • School system staff's interviews	3
2.2	The governing body operates responsibly and functions effectively.	• Board policies and procedures • Superintendent's interview • Board members, school system staff, community members, and parents' interviews	3
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• Superintendent's presentation • Board member interviews • Board policies and procedures	4

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Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	• High school's survey results • School system staff's classroom walkthrough data • School system staff's interviews • Board members' interviews • Superintendent's interview	3
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	• Superintendent 's interview • Superintendent and school system staff's presentation • Community members' interviews • High school's survey results • Documents and artifacts	3
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	• Superintendent's interview • School system staff's interviews • High school's survey results • Documents and artifacts • School system staff's classroom walk-through data • System-wide professional development agendas and minutes • Academies agendas	3

Powerful Practices

Indicator	Statement	Rationale
2.3	System level leadership and school board members clearly demonstrate an understanding and application of their roles and responsibilities in the governance and direction of the school system.	All interviews with school system personnel and school board members indicate there is a clear distinction in the roles and responsibilities of the governing body and those of system and school leadership. The Board of Education members have given a clear directive to school system leadership to increase student achievement and in return, the members fully support the school system's efforts. High-functioning school systems have school board members that support and trust the superintendent to lead the system to improve student learning and consistently protect and respect the autonomy of system and school leadership to manage day-to-day operations of the system and its schools.

Opportunities for Improvement

Indicator	Statement	Rationale
2.5	Revitalize the purpose and direction of the school system Advisory Council so there are greater and more meaningful opportunities to engage stakeholders in shared decision-making and two-way communications.	The stakeholder interviews provided evidence that the Advisory Council needs to have a structure to solicit their opinions, suggestions and engagement in two-way dialogues on how the school system can continue to improve. Research indicates that school systems that provide stakeholders with a real voice in decision-making yield positive, improved community relations and concentrated efforts to improve student achievement.

Indicator	Statement	Rationale
2.6	Examine the effectiveness of staff supervision and evaluation processes across the system. Ensure that staff supervision and evaluation processes are resulting in improved effectiveness and are guiding the development of professional learning.	There was evidence the school system has a process to supervise and evaluate staff at the high school to ensure their effectiveness and application of professional learning experiences. However, there was not sufficient evidence that the system uses multiple sources of data in a systematic manner to guide long-range planning for professional learning and staff members' application of their learning with fidelity.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable

expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	**Standard Performance Level**
The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	**2.33**

Indicator		**Source of Evidence**	**Performance Level**
3.1	The school system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Curriculum Maps • Common assessments • High school's survey data • School system staff's interviews • Classroom observations (Effective Learning Environment Observation data - ELEOT)	2
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• School Improvement Grant Plan (SIG) • Big Rock data • High school's survey data • School system staff's interviews • ELEOT data	3

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• High school's survey data • ELEOT data • Student performance data • School system staff's classroom walkthrough data	2
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	• School system staff's interviews • School system staff's classroom walkthrough data	3
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	• Professional Learning Communities (PLC) agendas • School system staff's meeting agendas and minutes • School system staff's interviews	2
3.6	Teachers implement the system's instructional process in support of student learning.	• School Improvement Grant (SIG) • School system staff's interviews • High school's survey data • ELEOT data	2

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	• Superintendent's presentation • School system staff's interviews • High school's survey results • System-wide professional learning agendas and minutes • Principal and teacher handbooks	2
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	• High school's survey data • School system staff's interviews • High school's Missing Piece Diagnostic	2
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	• High school's survey data • School system staff's interview • Superintendent's presentation • School observations • Review of artifacts and documentation	3
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	• High school's survey data • School system staff's interviews • Board members' interviews • Review of artifacts and documentation	2

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Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	• High school's survey data • Superintendent's presentation • School system staff's interviews • High school leadership's interviews • Review of documentation and artifacts	3
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	• School system staff's interviews • Documents and artifacts • Student performance assessment results • AdvancED's Student Performance Diagnostic results • High school's Quarterly Reports • ELEOT data	2

Opportunities for Improvement

Indicator	Statement	Rationale

Indicator	Statement	Rationale
3.5	Cultivate a school system norm in which all staff members fully embrace and regularly engage in inquiry-based practices, data analysis discussions, and lesson study conversations to improve teaching and learning.	From an extensive review of school system data, an analysis of classroom observation data, and comments stakeholders made during the various interviews, the conclusion that the use of data to inform teaching is not a systemic process. School system staff have provided professional learning experiences for school-based staff to become skillful in the analysis of data; however, the use of data to impact how daily instruction occurs needs to become authentic and part of the school system and school's norms ("this is the way we do things here"). Teachers and staff members who have a deep understanding of how to analyze and use a variety of data to make instructional decisions, plan and execute lessons for students that are differentiated, personalized, and meet the needs of all students.
3.7	Design a systematic peer mentoring and coaching program that uses the talents of master teachers to model and demonstrate effective practices for their peers.	Staff interviews and survey results indicated an induction program exists for new teachers to the system but a formal mentoring and coaching program is not in place. A formalized mentoring and peer coaching program fosters collaboration, teacher and curriculum development, peer training, and important dialogues related to student achievement and teacher effectiveness.

Indicator	Statement	Rationale
3.8	Establish programs and opportunities for families to affect decision-making, provide feedback, and engage in meaningful work with the school system and school.	As a result of a number interviews conducted at the school system and school level, the evidence indicated that parent engagement in the system and for the school is very low. Survey results indicate that only 50% of students in the school agree or strongly agree to the question, "My school shares information about school success with my family and community members." Research on best practices for school systems specifies that students who have families involved and engaged in their education have a more positive attitude and motivation towards learning and succeeding in their classes and in life.
3.12	Evaluate the effectiveness of student learning support services (e.g., EEL, RTI, exceptional child programs, etc.) and the degree to which these are meeting the unique learning needs of students and helping to close achievement gaps. Use these results of this examination to document program improvements.	Review of the student survey data indicated that only 32% of students agree or strongly agree to the following question, "All of my teachers change their teaching to meet my learning needs." Additionally, the ELEOT item related to differentiated learning opportunities (A1) showed an average score 1.7, (out of a possible 4.0), across 44 classrooms at the high school.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 32,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs that are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	**Standard Performance Level**
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	**2.5**

Indicator		**Source of Evidence**	**Performance Level**
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	• Superintendent's presentation • School system staff's interviews • Board policies and procedures • Staffing policies and ratios • Budget information • Documents and artifacts	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	• Superintendent's presentation • Community members and parents' interviews • School system budget and staffing policies • Intervention practices • Documents and artifacts	3
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• System-wide building maintenance schedules and documentation • Facilities plans and checklists • Staff Expectations Document • Tracking evidence of facilities maintenance • School system and school improvement plans • Needs assessments • System-wide health and safety policies • School system staff's interviews • Community members and parents' interviews	2

Indicator		Source of Evidence	Performance Level
4.4	The system demonstrates strategic resource management that includes long-range planning that supports the purpose and direction of the system.	• Superintendent's presentation • Superintendent, staff and board members' interviews • System-wide Facilities Plan • Planning and Resource Allocation documentation • Local Planning Committee Minutes and Actions	2
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	• Superintendent 's interview • School system staff's interviews • School system Technology Plan • Observations conducted at high school • School system budget documents • School system staffing list	3
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	• Superintendent's interview • Board members' interviews • School system staff's interviews • Technology plan • Observations • 30/60/90/120 day plan	3

Indicator		Source of Evidence	Performance Level
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	• School system staff's interviews • System-wide level meeting agendas and minutes • Professional development sessions agendas, minutes, and attendee list • Special education policies, procedures, and federal and state requirements documentation • Survey data	2
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• School system staff's interviews • School system level counseling meeting agendas, minutes, and attendee list • Special education referral forms and process • Special education documentation • School system budget and allocation documents • Survey data • System-wide improvement plan	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.3	Develop a school system-wide process for facilities maintenance that includes a systematic method for handling requests and evaluation and monitoring of results.	A review of school system documents, along with interviews of school system and school personnel, reveals the school system does not have a well-defined process for requesting and receiving needed maintenance services. In order for the instructional process to work at an optimal level, students and staff require well-kept facilities, functional equipment, and a safe physical environment. Providing a timely, ordered process for maintenance ensures all schools and students receive equitable assistance; therefore the learning process will be enhanced, rather than hampered by, its physical environment.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	**Standard Performance Level**
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	**2.8**

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	• KPREP, Explore, Plan, and ACT, Discovery Ed results and administration schedules • School system staff's interview • Community members and parents' interviews • K-12 Focus • System-wide assessment map • Superintendent's presentation and interview • Documents and artifacts	3
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	• School system staff's interviews • Superintendent's interview • Program Analysis • Professional development needs assessments and survey results • Professional development sessions' meeting agendas, minutes, and attendee list • System-wide processes	2

Indicator		Source of Evidence	Performance Level
5.3	Throughout the system professional and support staff is trained in the interpretation and use of data.	• Board policies and procedures • System-wide professional development plan and calendar • Staff needs assessment results • School system needs assessment results • Professional development sessions' agendas, minutes, and attendee lists	3
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	• 30/60/90/120 day plans • Big Rocks Reading, Math and RtI data • Vision for the big picture • System-wide book studies • Student performance data • School system participation in KDE's teacher evaluation pilot	3

Indicator		Source of Evidence	Performance Level
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	• Superintendent's Advisory Committee • Evidence of superintendent's engagement with other community organizations • School system staff assignment to schools • Newsletters, local radio weekly announcements, website • Board Meeting agendum and minutes • System-wide communication plan • School Quarterly Reports • School goals posted in board room	3

Opportunities for Improvement

Indicator	Statement	Rationale
5.2	Evaluate the student assessment system to ensure that it requires data use at the school and school system level to monitor achievement for all students and to guide decision-making regarding curriculum, instruction, program adoption, implementation and continuation.	School system and school staff collects student performance data from multiple assessments and use these results to identify and track students for Response to Intervention services. There was limited evidence that an analysis of assessment data was used to effect changes to the curricular and instructional programs and practices. Deep evaluations of assessment results provide school system and school staff with the root causes of why students are not performing or why students are succeeding. Focusing on the root cause of student learning challenges or successes lead to research-based solutions, programs, and/or curricular revisions.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on January 11, 2013 and began its preliminary examination of Carter County School System's Internal Report and determined points of inquiry and documentation examination for the on-site review. The Diagnostic Review team began its on-site review process on Sunday, January 27, 2013 and concluded the review on January 30, 2013.

Carter County School System leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members during the various interviews. Depending on the stakeholder group, some of the interviews were conducted by the entire team, others by the two team members, and on occasion to further clarify a question, by one team member. The School System Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School system and School Leaders	12
Teachers and Support Personnel	4
Board Members	5
Parents and Community Members	25
Students	0
TOTAL	46

The High School Diagnostic Review team conducted interviews at the High School with:

Stakeholder Group	Number of Participants
School Leaders	3
Site-Based Council Members	4
Teachers and Support Personnel	36
Parents and Community Members	20
Students	46
TOTAL	109

In summary, the Diagnostic Review team gained a very clear understanding of Carter County School System by interviewing a significant number of stakeholders during its two-day on-site review. Prior to the on-site review, the team members reviewed stakeholder survey data from the high school to gain an understanding of the perceptions of those individuals who responded to the survey items. Since the AdvancED perception surveys are aligned to the Standards and Indicators, the results from the surveys provided the team with a preview of how the stakeholders felt the school was progressing, meeting the needs of the students, and being governed.

The Diagnostic Review team for the high school conducted classroom observations in 44 classrooms over a two-day period using the AdvancED Effective Learning Environment Observation Tool (ELEOT).

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Using the evidence that was collected and analyzed, the team engaged in dialogue and deliberations concerning the degree to which the school system met the AdvancED Standards and Indicators.

Overview of Findings

During the past two years, the leadership of the Carter County School System has made significant strides to effect change to the culture of the system from one of complacency to one in which collaboration, achievement, and excellence are becoming the norms and expectations embraced by all stakeholders. The leadership will need the continued support and trust of the school system's board members, system-level staff, school-based staff, and community members to move the system to a level of quality and one that has the capacity to sustain quality. This is a journey that will take several years, and one that will require all stakeholder groups' understanding and committing to systems thinking, visionary and long-range planning, and fluid communication.

The school system has instituted a variety of professional learning experiences for teachers to address student achievement concerns and challenges. School system staff, including the superintendent, planned and facilitated these professional learning experiences and monitored the application of new learning and skills by using a classroom walk-through instrument. The use of this type of monitoring procedure is an informal means to gauge how well and to what degree teachers use the newly learned skill. However, multiple forms of data should be used to evaluate and determine what types of professional learning is needed by individuals and groups. Noted areas to improve teacher performance emerged from examining documents, interviewing stakeholders, and analyzing data from ELEOT. Of particular concern for professional learning was the need to effectively and rigorously provide differentiated lessons to diverse learners, such as remedial, economically challenged, and special needs. Also as important, students who are high-achieving or gifted and talented need differentiated lessons so that they can continue to succeed and be challenged. There should be a long-range professional development plan in place to ensure continuous progress of and training for teachers so the needs of all students can be addressed.

It was evident that the school system and school-based staff are collecting, interpreting, and using data to inform student placement in courses and programs, and to make personnel decisions. The school system uses a needs assessment process to determine which instructional programs, facility needs, and other resources should be considered for allocation for future budgets and subsequently approved by the superintendent and school board members. This process needs to be continued, but improved to become more formalized and dynamic: using a variety of data to verify the root causes of issues and requests for funding will enable the school system to more wisely expend funds and implement new initiatives.

The Opportunities for Improvement and Improvement Priorities should not be regarded as indictments of the school system efforts, but as an intentional direction to further shape the work that has been accomplished during the past two years.

Standards and Indicators Summary Overview

Standard 1 – Purpose and Direction
• The system's leadership used several methods of communication to encourage stakeholders to participate in the visioning process.
• A systematic and systemic approach is needed for the continued review and revision of the system's vision and mission.
• The system modeled the visioning process for the school's leadership to use with its staff to ensure an alignment to and consistency with the system's new direction.
• The system's leadership has made a positive change to the system and school's culture into one in which all administrators, staff members, and students are held to high expectations for improved student learning and organizational effectiveness.

Standard 2 – Governance and Leadership
• Develop opportunities for the community advisory board to play a more collaborative role in shaping decisions, providing feedback, engaging in improvement planning activities, etc., to build a stronger sense of community and ownership in the school system.
• The school board members are very knowledgeable of the policies that define how to function in their elected roles.
• The superintendent models instructional leadership by conducting regular walkthroughs at the high school, providing professional development, leading the review of formative and summative performance data, serving on the school leadership team, requiring all schools to submit quarterly reports, etc.
• The school board members and superintendent work collaboratively, respectfully, and purposefully to improve student learning and the conditions that support learning.

Standard 3 – Teaching and Assessing for Learning

Standard 3 – Teaching and Assessing for Learning
• Documentation, interviews and observations indicate that the school system is building capacity to provide equitable and challenging learning experiences for all students. The system has begun to create curriculum management structures and processes designed to help ensure teacher effectiveness and student learning. Resources and staff time, for example, have been allocated to collaborative efforts to develop and align the Common Core curriculum across the system. The PIMSER partnership through the University of Kentucky, which is intended to prepare for the new science curriculum standards, suggests a truly systemic approach to curriculum development within the school system.
• Curriculum development has been supported by professional learning programs targeting improvement in instructional strategies and the use of research aligned practices. Additionally, the system has supported the creation of professional learning communities to improve teachers' professional practice and support a more effective implementation of the curriculum.
• New systems for monitoring instructional effectiveness, including the use of Measures of Academic Progress and other interim assessment data, have been initiated. Systematic collection of classroom walkthrough data by school and system leaders further illustrates a systematic approach to ensuring effective curriculum implementation. The practice of collecting and reporting school profile data quarterly to the Board of Education is another example of monitoring that has recently been initiated.
• The school system has supported the creation of a school advisory program that provides a structure whereby each student is well known by at least one adult in the school.
• The creation of policies and practices that ensure students' academic grades are based on clearly defined criteria that represent the attainment of content knowledge and skills have also begun. Standards-based grading and reporting practices have been partially implemented in the school.

Standard 4 – Resources and Support Systems
• The system as procedures and practices in place that ensure qualified personnel are employed and retained.
• The school system has developed practices that ensure resources are effectively allocated in support of student achievement and improving conditions that support learning.
• The resource allocation processes revealed that the school system needed to provide a more competitive salary structure in order to recruit quality staff members. The system engaged in processes to more thoroughly analyze budget allocations, and, as a result, the board was able to authorized a .5% raise for teachers and staff last year.
• Fiscal resources are focused on supporting the goal of the school system to achieve the "Standard of Excellence." Funds have been expended to provide assessment and progress monitoring instruments, such as MAP, as well as a myriad intervention programs, such as ALEKS.
• The degree to which the school system provides frameworks to coordinate and evaluate the effectiveness of student support services is somewhat limited. While many services are provided or available for students, the extent to which the system uses data to regularly and comprehensively evaluate these programs is not always apparent.

Standard 5 – Using Results for Continuous Improvement
• Documentation, performance and survey data as well as interviews indicate the existence of a commitment among many system leaders to use results from multiple data sources to drive a continuous improvement planning process. Much evidence has been presented to indicate that the system is continuously collecting and analyzing data to improve performance.
• The superintendent and system leadership are attempting to create a culture of continuous improvement which is characterized by an ongoing process that drives decision-making.
• Some evidence was presented to indicate that the system is effectively communicating comprehensive information about student learning and school/system performance to stakeholders.

Learning Environment Summary

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed; an environment where high expectations are the norm and active learning takes place. Classroom observers use ELEOT to determine to what level the learners' progress is monitored, feedback is provided, and the extent to which technology is leveraged for learning.

During the on-site review, members of the High School Diagnostic Review team evaluated the learning environments by observing students in classroom settings at the high school. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments. Observations of classrooms or other learning venues were conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conducted 44 observations during the review process and provided ratings on 30 items based on a 4 point scale: 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

Both Diagnostic Review teams (the School System team and the High School team) used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials. The collective results of the 44 classroom observations provided insights into teaching and learning process at the high school. However, school and system leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data, which might include an analysis of the average scores per item.

Summary of ELEOT Findings from the High School

Equitable Learning Environment

There was evidence that students had equal access to classroom resources and understood that rules and consequences were fair and consistently applied. Opportunities for students to learn about their own and other's backgrounds, cultures, or differences were restricted as were instances in which students had access to differentiated learning opportunities and activities.

High Expectations Environment

While there were many instances where students strived to meet the expectations of the teacher, there was marginal evidence that learning expectations were set at a high level. There was essentially no evidence that students had access to exemplars of high quality work. It was somewhat evident that students engaged in rigorous coursework and discussions. The degree to which students were appropriately challenged and engaged in activities or produced work that required the use of higher order thinking skills was limited.

Supportive Learning Environment

Students experienced assistance to understand content and accomplish tasks through whole group directed instruction. There was little evidence that students had access to small group instruction or supplementary materials at an appropriate level to meet individual needs. While additional or alternative instruction to meet student needs was provided during “Raider Educational Development” classes, there was minimal evidence that these types of supports were provided to individual students across all courses, content areas or grade levels.

Active Learning Environment

Observations revealed that many classrooms offered students an active learning environment. Students were engaged in discussions with the teacher and one another. Generally, students asked questions, talked to others about the class lesson, and worked towards completion of an activity. There was minimal evidence during the observations that students were able to connect class content to real-life experiences.

Progress Monitoring and Feedback Environment

Review team members noted that many students demonstrated or verbalized an understanding of the lesson or the content presented. There were minimal occurrences where students responded to explicit teacher feedback to improve understanding or improve written work. There was limited evidence that students understood how their work would be assessed (e.g., rubric, checklist, course syllabus).

Well-Managed Learning Environment

The existence of a well-managed learning environment was evident. Students followed classroom rules and demonstrated an understanding of behavioral expectations and consequences. In several instances, students spoke and interacted respectfully toward teachers and their peers. Observations revealed that opportunities for students to collaborate with others during student-centered activities were minimal. Student “off task” behavior was

observed in some classrooms which appeared to be a function of low or unclear expectations for active engagement within the learning environment.

Digital Learning Environment

There were minimal instances of students engaged in a digital learning environment and using technology for the purposes of higher order learning, such as conducting research or solving problems. While a review of ELEOT data indicated that some teachers used technology, it was mostly for lower order functions (e.g., displaying notes, reviewing homework) and lacked a connection to deepening teaching and learning.

Improvement Priorities

Indicator	Statement	Rationale
3.1	**Develop strategies that ensure common courses have like expectations and differentiation or individualization of instruction is consistently provided to students who are not meeting learning expectations.**	Efforts by the school system have been made to create both curriculum maps and common assessments (Quality Core Benchmark Assessments) in like courses. Learning experiences in integrated courses should reflect work that is at the appropriate rigor as reflected by the Common Core or Quality Core.
3.3	**Examine the effectiveness of system expectations as well as professional development and monitoring frameworks that are currently in place intended to ensure that teachers effectively engage students in learning through instructional strategies that result in achievement of learning expectations**.	Classroom walkthrough observations revealed instructional strategies that require students to collaborate, engage in self-reflection and development of critical thinking skills are very seldom used. Observations conducted with the use of ELEOT revealed that teachers do not personalize instruction and implement interventions to address individual student learning needs. Additionally, results from ELEOT indicated there was minimal instruction that required students to apply knowledge and skills, integrate content and skills from other disciplines, or use technologies as instructional resources and learning tools.

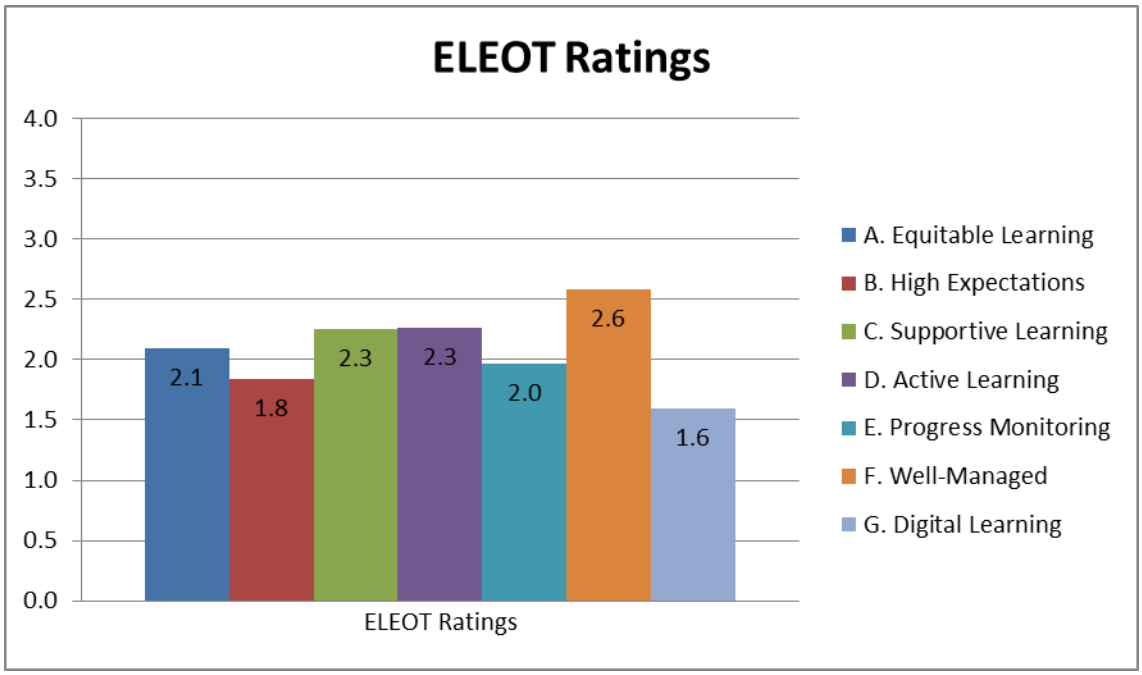
Indicator	Statement	Rationale
3.6	**Define the system's instructional process that can be consistently implemented in all classes. Ensure that the instructional process (1) clearly inform students of learning expectations and/or standards of performance; (2) provides exemplars of high quality work; (3) the use of multiple measures, including formative assessments, are provided to inform ongoing modification of instruction and provide data for possible curriculum revision; (4) students are provided specific and timely feedback about their learning**.	Observations conducted with the use of ELEOT did not reveal the existence of an instructional process that informed students of learning expectations. 57% of students responded that they agreed/strongly agreed with the statement "All of my teachers explain their expectations for learning and behavior so I can be successful." 63% of student's agreed/strongly agreed with the statement "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught."
3.10	**Develop policies and monitoring systems that will ensure that grading and reporting practices are implemented with fidelity and that all teachers base grades on student's attainment of content knowledge and skills. Ensure that grading policies and practices are effectively communicated to parents and students**.	Evidence indicates that the high school has begun the implementation of a standards based grading system, however there is inconsistent use of standards-based grading practices. Stakeholder interviews indicated a general misunderstanding of or lack of knowledge of why the grading policies were revised or why they are being implemented. School system leaders are strongly encouraged to build commitment, ownership and a greater sense of responsibility among all stakeholders to effectively and consistently implement the standards-based grading policies.
4.4	**Develop policies and procedures that will ensure long-range strategic resource management in support of the system's purpose and direction for improving student performance.**	Foundational steps to implement a long-range resource management plan are in place, such as a budget committee, long-range planning committee, and a facilities plan. Visionary educational leadership must have insight and be able to project both needs and revenues 3-5 years into the future.

Indicator	Statement	Rationale
4.7 and 4.8	**Evaluate the effectiveness of support systems that serve the physical, social, and emotional needs of students, and use the results of this evaluation to enact program improvements.**	Interviews with a variety of school system and school-level staff indicated that many non-academic support programs are not regularly evaluated for effectiveness. To perform academically, students must also have their physical, social, and emotional needs met. Determining the effectiveness of current non-academic services for students is a best practice for high-achieving school systems.

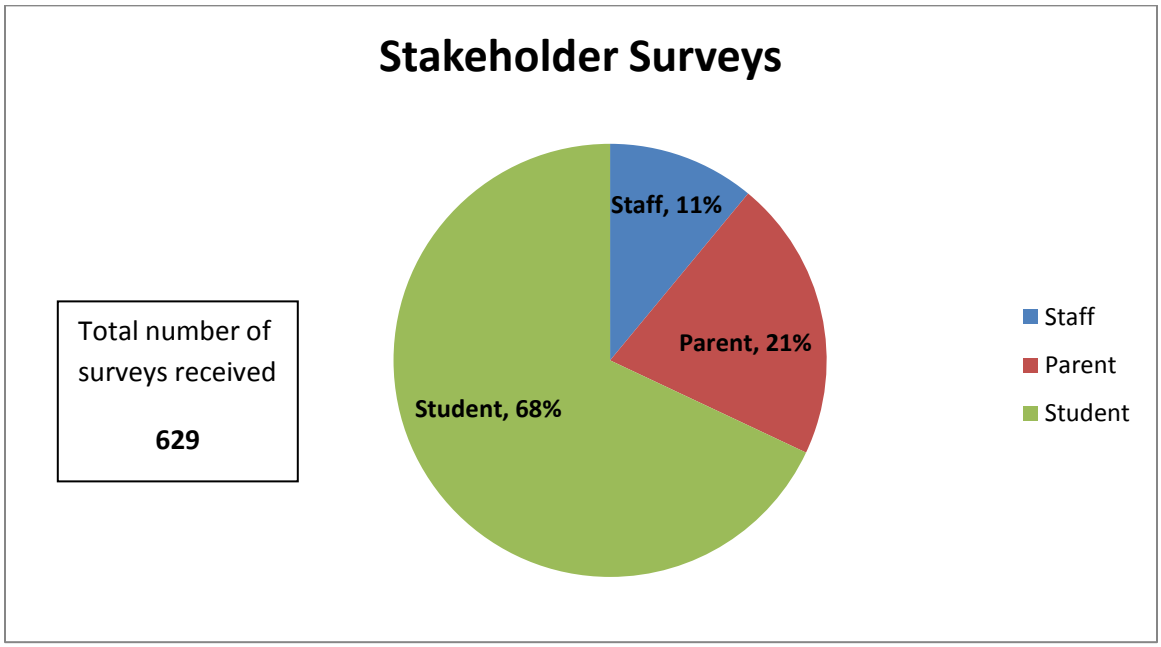
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings from 44 observations at the high school



Percentages of high school stakeholder groups that completed the AdvancED surveys



Total number of surveys received

629

Carter County School System

Self-Assessment Indicator Assessment Performance

Indicator Assessment Report		
Indicator	*School system Rating*	*Review Team Rating*
1.1	4	3
1.2	3	3
1.3	4	3
1.4	4	3
2.1	3	3
2.2	3	3
2.3	3	4
2.4	3	3
2.5	4	2
2.6	4	3
3.1	3	2
3.2	3	3
3.3	3	2
3.4	4	3
3.5	4	2
3.6	3	2
3.7	3	2
3.8	3	2
3.9	3	3
3.10	3	2
3.11	4	3
3.12	4	2
4.1	3	3
4.2	3	3
4.3	3	2
4.4	3	2
4.5	3	3
4.6	3	3
4.7	3	2
4.8	3	2
5.1	3	3
5.2	4	2
5.3	3	3
5.4	3	3
5.5	3	3

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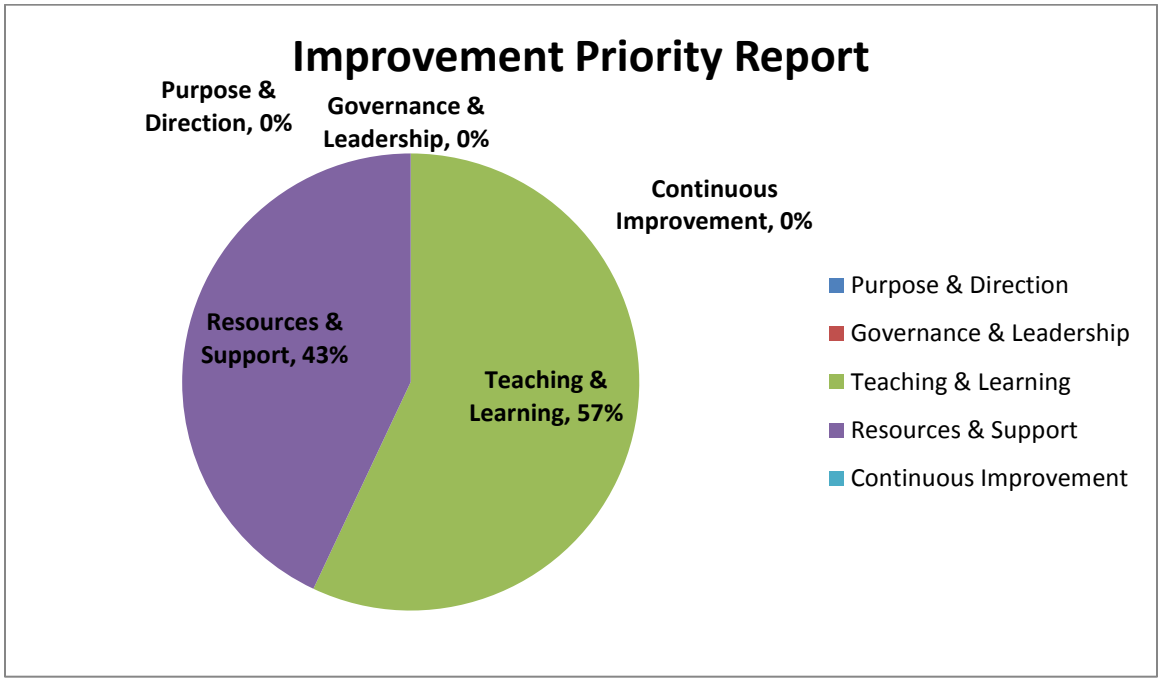
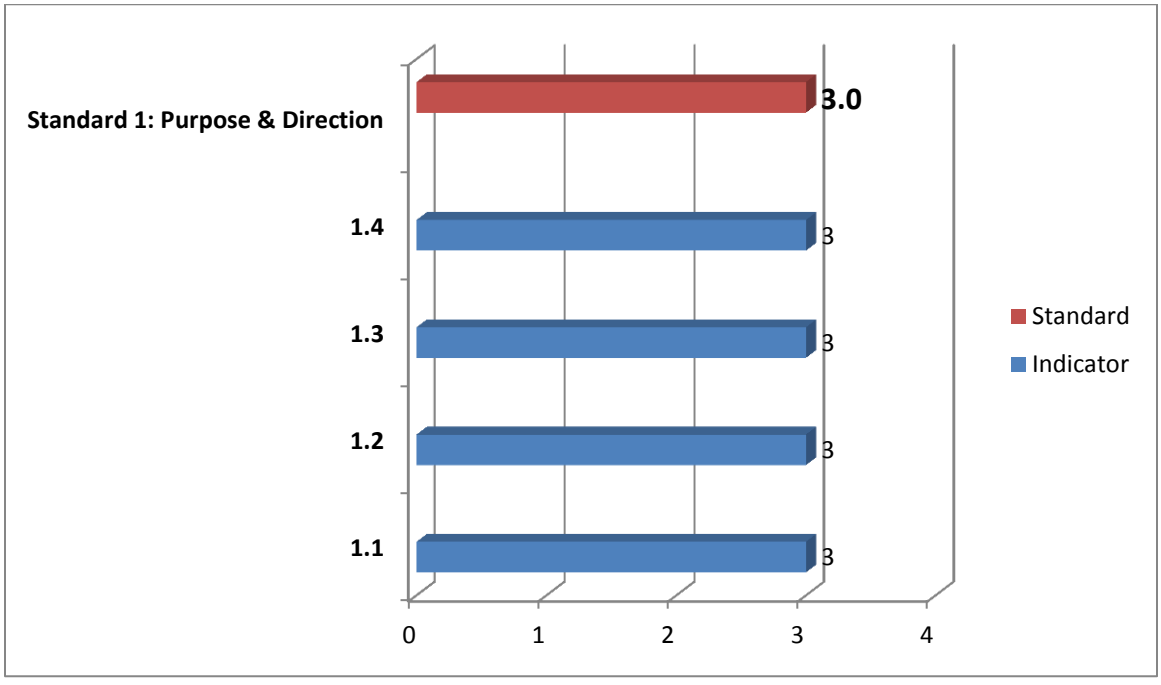
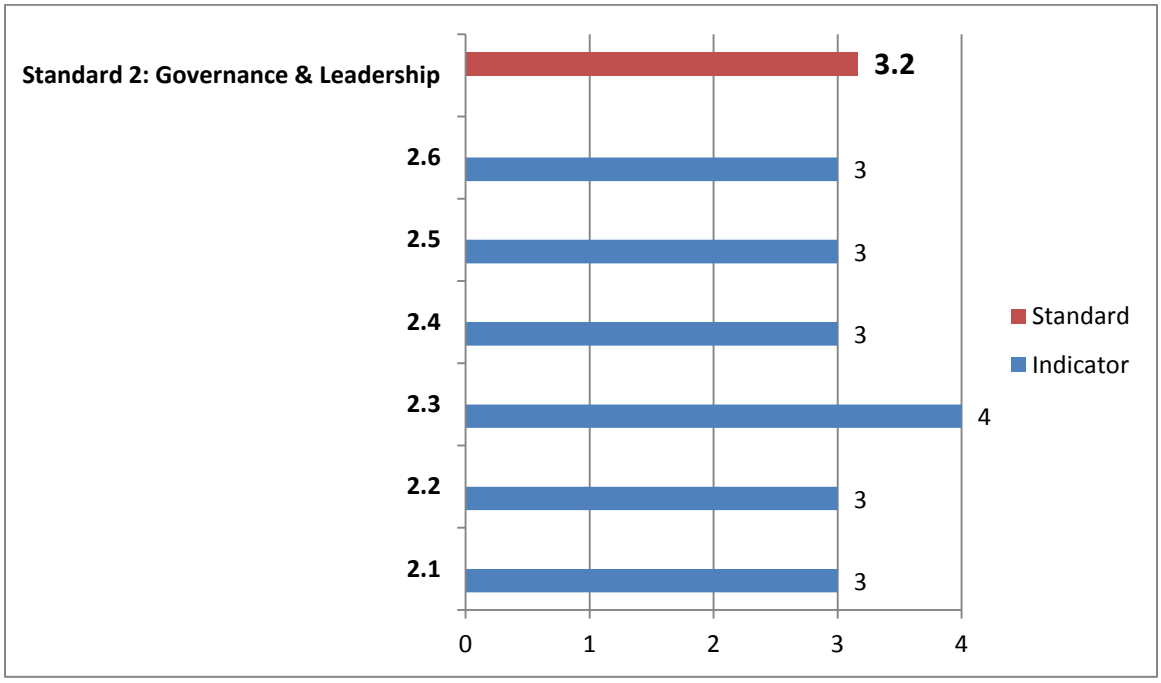
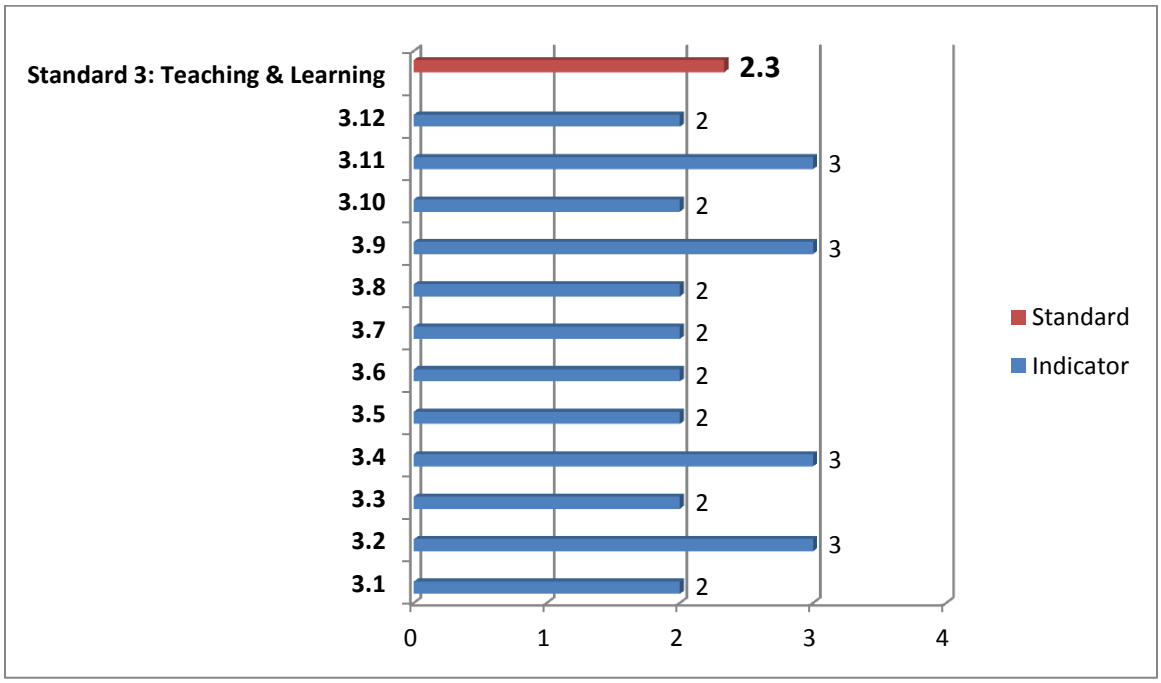
Percentage of Standards identified as Improvement Priorities

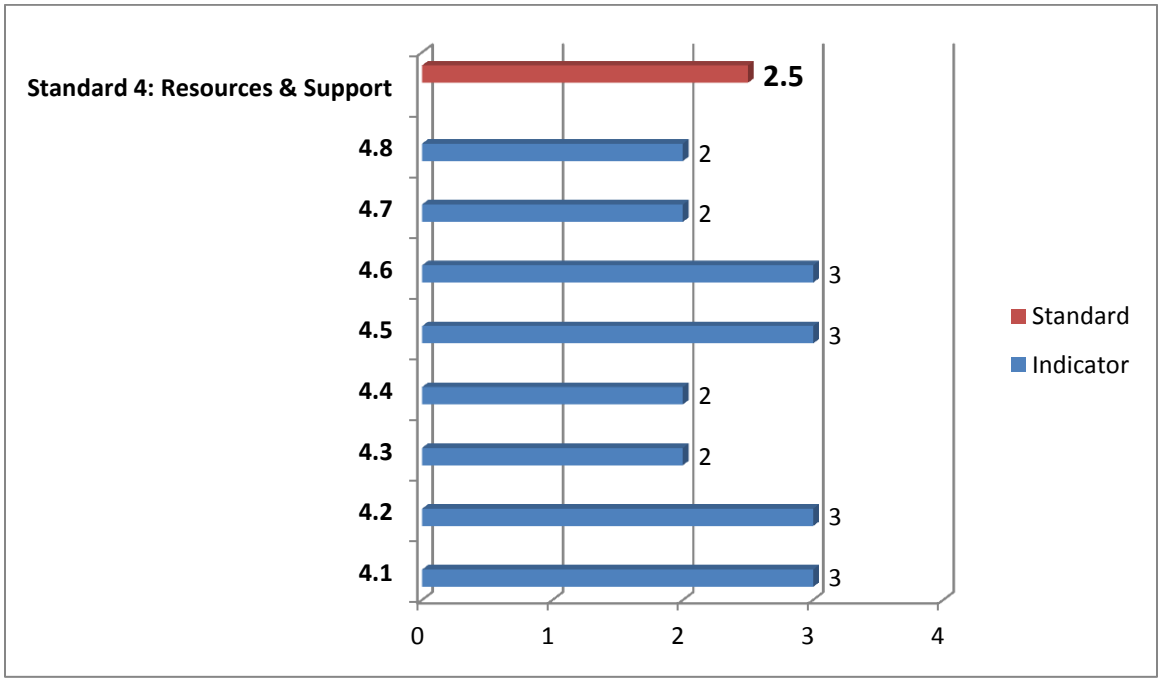


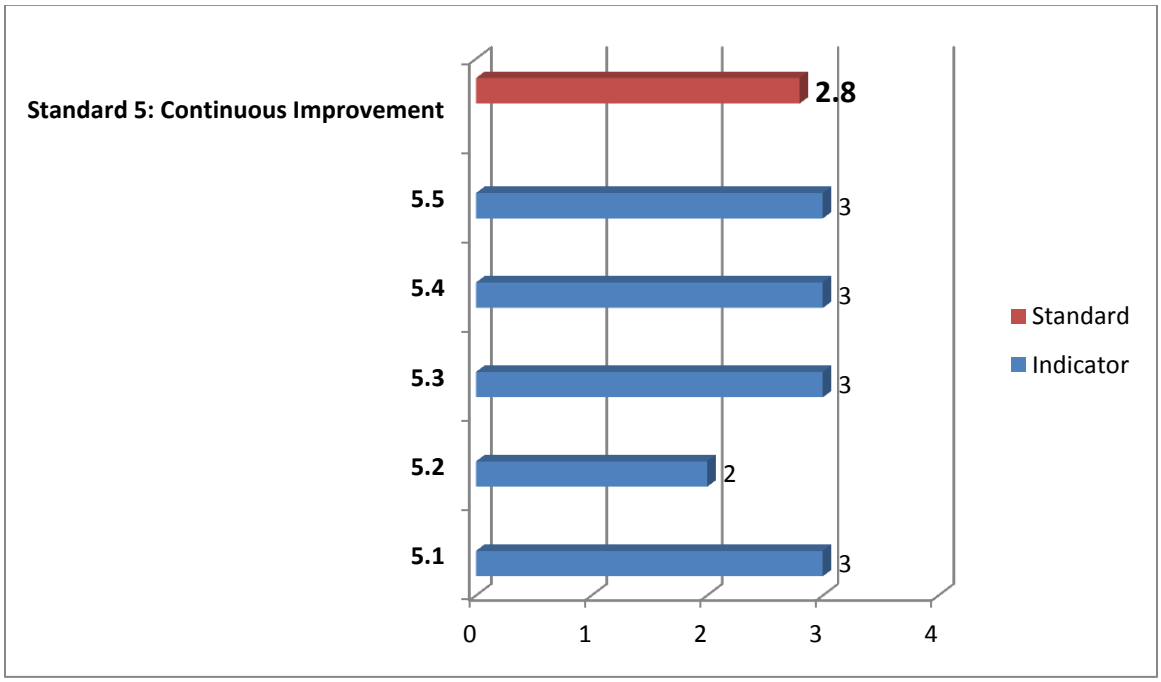
Average ratings for each Standard and its Indicators




Standard 2: Governance & Leadership
3.2
2.6
3
2.5
3
2.4
3
2.3
4
2.2
3
2.1
3
0
1
2
3
4
Standard
Indicator


Standard 3: Teaching & Learning
2.3
3.12
2
3.11
3
3.10
2
3.9
3
3.8
2
3.7
2
3.6
2
3.5
2
3.4
3
3.3
2
3.2
3
3.1
2
0
1
2
3
4
Standard
Indicator


Standard 4: Resources & Support
2.5
4.8
2
4.7
2
4.6
3
4.5
3
4.4
2
4.3
2
4.2
3
4.1
3
0
1
2
3
4
Standard
Indicator


Standard 5: Continuous Improvement
2.8
5.5
3
5.4
3
5.3
3
5.2
2
5.1
3
0
1
2
3
4
Standard
Indicator

2013 Leadership Assessment/Diagnostic Review Addendum

Carter County School System
2011 Leadership Assessment Report Identified Deficiencies

Deficiency 1:
District leadership has not defined, required or modeled a culture of high expectations for both staff and students.

	This deficiency has been addressed in an exemplary manner.
x	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- "Superintendent Expectations for Administrators" and "Principal Expectations for East Carter High Teachers" documents and explanation provided during the superintendent presentation
- Belief statements which address high expectations for staff and students
- Goal posters from each school posted in board room
- District mission statement and school mission statements
- Personal mission statements teachers posted on some classroom doors
- Stakeholder interviews
- Classroom observation data
- Stakeholder survey data
- Student performance data

Comments:
Interviews and observations consistently revealed that the superintendent and instructional supervisors had been highly visible in the school during the previous 18 months. In particular, the superintendent had modeled high expectations with regard to the conduct of school walkthroughs, collection of data and analysis for the quarterly reports being submitted by all schools in the system, a high degree of collaboration and cooperation among school, system and Kentucky Department of Education staff, and provision for targeted professional development. Classroom observations suggest that not all students and teachers have fully embraced a culture of high expectations.

Deficiency 2:
District and school leadership does not collect and analyze data and use these data to inform decisions that will bring about change in instructional practices and meet student learning needs.

	This deficiency has been addressed in an exemplary manner.
x	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- Classroom walkthrough process and data
- District Assessment Map – table of assessments given throughout the school year
- Use of EPAS data to place students in "Red Period" academic assistance
- Stakeholder interviews
- Superintendent presentation
- Quarterly reports required for all schools
- Posting of school and district student performance goals in board room
- Data walls/displays at the high school
- Stakeholder interviews
- Classroom observations

Comments:
Documents, artifacts, interviews, student performance and survey data indicate that school system leaders have established an expectation and provided a framework for the ongoing collection and analysis of data, including interim assessment, classroom walkthrough, as well as non-academic data such as attendance. There is some evidence to indicate that the school leaders have been able to use this information to inform decisions and leverage improvement in instructional effectiveness and student achievement.

Deficiency 3:
District leadership has not developed a systematic process for monitoring and evaluating the impact of human, physical and fiscal resources on classroom instructional practices and student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- Stakeholder interviews
- Review of documents and artifacts
- District Self-Assessment
- School and classroom observations
- Initiative Inventory document
- Survey data

Comments:
The school system has adopted and implemented some processes and plans to ensure a systemic and systematic approach to instructional and organizational effectiveness. Evidence of these efforts includes monitoring the application of professional learning, conducting weekly classroom observations by using a walk-through instrument, requiring school leadership to participate in a needs assessment process, and instituting a formal staff evaluation process. Although there is significant improvement in this noted deficiency, evidence showed the school system staff has not adopted or implement a process to evaluate programs and practices at a deeper level and through a variety of perspectives. To sustain the system's reform efforts, system leaders are encouraged to follow a systematic and integrated evaluation process that requires the continuous use of a variety of data. The system should continue using the "Needs Assessment" process to engage school-based leadership, but consider this step as the foundation to a more rigorous, systematic evaluation that encompasses a comprehensive and rigorous analysis of data to justify the initiation or continuation of programs, practices, and allocations. In some instances the system has created measures for some special programs that have required a separate allocation of resources, such as a high school math program provided by a nearby university. However, the degree to which a systematic process for monitoring and evaluating the impact or alignment of resources to improvement in student achievement is not fully apparent.

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Deficiency 4:
District leadership does not effectively involve all stakeholder groups in the educational process to improve student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- Stakeholder interviews
- Review of documents and artifacts
- Documentation of parent involvement and engagement
- Communication documents
- Survey data
- Student performance data

Comments:
Various system level advisory groups that include parent representatives are well documented. The team also learned that the high school is in the process of initiating a parent-teacher organization. In surveys, 65% parents agreed/strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school." Other survey data, however, suggests that the school/system is not engaging parents in the educational process effectively. 45% of parents responded that they agree/strongly agree with the statement, "All of my child's teachers report on my child's progress in easy to understand language." Additionally, 34% of parents responded that they agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."

Deficiency 5:
District leadership does not have a clearly defined process for district and school planning.

	This deficiency has been addressed in an exemplary manner.
x	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
Improvement planning documents
Stakeholder interviews
Professional development on improvement planning
30-60-90 day plans
Stakeholder survey data
Student performance data

Comments:
Interviews, documentation and artifacts as well as survey and performance data indicate that system leadership has established an expectation and supports a framework for continuous improvement planning. Nearly 96% of staff responded that they agree/strongly agree with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures for growth.” 78% of parents responded that they agree/strongly agree with the statement, “Our school has established goals and a plan for improving student learning.”

Deficiency 6:
The superintendent has not established a systematic process for holding all staff members accountable for student success.

	This deficiency has been addressed in an exemplary manner.
x	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- Stakeholder surveys
- Stakeholder interviews
- Review of documents and artifacts
- Superintendent's presentation
- Classroom and school observations
- Review of walkthrough data and process
- Professional evaluation system
- Quarterly reports Review of walkthrough data and process
- Professional evaluation system
- Quarterly reports

Comments:
The superintendent has engaged in activities to re-shape a culture of accountability and responsibility among stakeholders. He has established and begun to communicate a new vision for the school system focused on collaboration, achievement and college and career readiness. He has engaged system and community stakeholders in conversations about improvement in professional practice as well as conditions that will support learning all focused on higher levels of student performance. 83% of staff responded that they agree/strongly agree with the statement, "Our school's leaders hold themselves accountable for student learning." Additionally, 94% of staff responded that they agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

Diagnostic Review Team Schedule

Carter County School System

Diagnostic Review Team Web Conference Agenda, January 11, 2013

(All team members participated)

- Introductions
- Purpose fo the Web Conference
- ASSIST Workspace information
- Diagnostic Review School system Internal Review requirements
- Diagnostic Review team member assignments
- Diagnostic Review team off-site work
- Overview of ELEOT
- Diagnostic Review team tentative schedule
- Questions and Comments

School System Diagnostic Review Schedule

SUNDAY, January 27, 2013

Time	Event	Where	Who
3:00 p.m.	Check-in	Ashland Plaza Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Ashland Plaza Hotel Conference Room Purpose of DR, Outcome of DR How it all works (AE and KDE) Interaction with HS team Overview of Standards Overview of ELEOT	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Ashland Plaza Hotel Conference Room Discuss ratings, gaps, challenges, successes Discuss questions to ask stakeholders Develop “game plan” for Monday Spend time on writing PP, OP, and IP. Use some of the team’s own insights as examples to write.	Diagnostic Review Team Members

MONDAY, January 28, 2013

Time	Event	Where	Who
	Breakfast	Ashland Plaza Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school system office	School system office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school system come from, where the school system now, and where is is the school system trying to go from here. **This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority school system. Listen for: 1) the impact of school improvement initiatives begun as a result of the previous Leadership Assessment; 2) details and documentation as to how the school system has improved student achievement and; 3) how the school system has improved the conditions to support student learning.** 2. Overview of the School system Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels? 4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school? 5. What are the results? What evidence can the school system present to indicate that learning conditions and student achievement have improved?	School system office conference room	Diagnostic Review Team Members
9:30 – 9:45	Break	School system office	Diagnostic Review Team Members
9:45 – 10:45 a.m.	Superintendent interview	School system office conference room	Diagnostic Review Team Members
10:45 – 11:45	Individual interviews with school system office staff	School system office	Diagnostic Review Team Members (divided)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members
12:30 – 2:15	Individual interviews school board members	School system	Diagnostic Review Team

p.m.		office	Members (divided)
2:15 – 3:00 p.m.	Interview community members	School system office	Diagnostic Review Team Members (divided if necessary)
3:00 – 4:00 p.m.	Begin review of artifacts and documentation	School system office	Diagnostic Review Team Members
4:00 p.m.	Team returns to Ashland Plaza Hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 • Review findings from Monday • Team members working in pairs re-examine ratings and report back to full team • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) • Prepare for Day 2	Ashland Plaza Hotel Conference Room	Diagnostic Review Team Members

Tuesday, January 29, 2013

Time	Event	Where	Who
	Breakfast	Ashland Plaza Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school system office	School system office	Diagnostic Review Team Members
8:00 – 11:45 a.m.	Continue school system office staff interviews	School system office	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:30 -4:00 p.m.	Continue review of artifacts and documentation	School system office	Diagnostic Review Team Members
4:00 p.m.	Parent and community leaders identified by the school system		Diagnostic Review Team Members
5:30-5:45 p.m.	Exit Report with the Superintendent The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.	School system office	Diagnostic Review Team Leader and Co-Leader
6:30-8:30 p.m.	Evening Work Session #3	Ashland Plaza Hotel Conference	Diagnostic Review Team Members

	• Review findings from Tuesday • Team deliberations to determine standards and indicators ratings • Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) • Improvement Priorities – (assign team members writing assignments) • Tabulate Learning Environment ratings Team member discussion around: • Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below expectations and possible causes as well as those exceeding expectations and why. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)	Room	
8:30 p.m.	Dinner		Diagnostic Review Team Members

Wednesday, January 30, 2013

Time	Event	Where	Who
7:30 a.m.	Breakfast	Ashland Plaza Hotel	Diagnostic Review Team Members
8:00 – 10:30 a.m.	• Review final ratings for standards and indicators • Review Powerful Practices, Opportunities for Improvement • Review Improvement Priorities • Complete KDE Leadership Assessment Addendum • Review findings	Ashland Plaza Hotel	Diagnostic Review Team Members
10:30-10:45	Break	Ashland Plaza Hotel	Diagnostic Review Team Members
10:45-12:00	Final Team Work Session	Ashland Plaza	Diagnostic Review Team

	Kentucky Department of Education Leadership Determination Session	Hotel	Members
12:00 p.m.	Wrap-up and Evaluation of Process	Ashland Plaza Hotel	Diagnostic Review Team Members

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 32,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Carter County

School District

1/27/2013 – 1/30/2013

The members of the Carter County District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does have the ability to manage the intervention of East Carter County High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Carter County School District and East Carter County High School.

Superintendent, Carter County

_____Date:_____